Kristen Speck

RDG 4402

Annotated Bibliography

Mastropieri, M.A, Leinart, A, Scruggs, T.E. (1999). Strategies to Increase Reading Fluency.

*Intervention In School And Clinic*, 34(5), 278-283, 292

In this article they discussed different ways to increase reading fluency. They talked about using computers to promote practice, which goes along with finding appropriate websites for our students to use to increase reading fluency. Like Star fall for example. The article also talked about previewing the text before the students read them independently. Such as listening to the teacher read the text, which is just like doing a read aloud. This is something else we have discussed while in class. Another thing the article talked about was repeated reading. They have the students to read a passage several times until a predetermined level of fluency is attainted. That is not something we have really discussed in class. For all of these strategies the article gives steps for implementing them. This is very helpful if you decide to implement any of these strategies.

Pressley, Michael. (2001). Comprehension Instruction: What Makes Sense Now, What Might

Make Sense Soon. *Reading Online,* 5(2).

In this article they talked about decoding, vocabulary, and how these go along with reading comprehension. How if you cannot decode words then you will struggle with reading comprehension. It also said the same about understanding vocabulary. However it did not really talk about as a teacher you cannot just introduce the word once and expect the student to understand the meaning. In class we have talked about teaching vocab in a meaningful way to our students. So that they have a better understanding of the word or words we are trying to teach them. Then the article went on to talk about active comprehension strategies. Such as coming up with questions about the ideas in a text, coming up with mental images up what is going on in the text and summarizing the story you have read. You can teach some of these things to your students by doing read alouds and modeling how to them. These are some things we have talked about in class and you have modeled some of them for us.

Ash, G.E. (2002). Teaching Readers Who Struggle: A Pragmatic Middle School Framework.

*Reading Online*, 5(7)

This article talks about how tutoring can help struggling readers or any level of reading proficiency for that matter. Such as daily or shared oral reading, along with teacher or peer led groups when it comes to books. It also talks about word study in guided reading groups and how it helps with the comprehension focus and helps with word study in groups. The article then goes on to talk about students selecting their own reading and writing, instead of just what the teacher selects. This goes back to what Atwell said in *The Reading Zone* how students need to be able to have choice in selecting what to read. It helps students to get into the reading zone if they have some say in what they are reading. In class we also talked about how students are never too old to be read aloud to. The article talks about how in middle school students do not get read aloud to like they do in elementary. Again reading aloud to students is a way to model what we want them to do when they are reading on their own.